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ABSTRACT

One of the main goals of social studies education should be to help students to understand that as U.S. citizens they are also citizens of a global community. This compilation of discussion and lesson plans is designed to foster debate among social studies educators and to help classroom teachers educate globally aware citizens. The included materials examine the following topics: why students need to develop a global perspective; living in a global society--new directions for education in the 21st century; helping students perceive their real life world(s); putting students in touch with their worlds; introducing young learners to their lifespace environment(s); developing real life world(s) comprehension among middle school students; role playing social scientists in classroom and field-based environments of a real or true-to-life nature; using documents and primary source materials to develop an awareness of cultural diversity among middle school students; global citizenship--new directions for education in the 21st century; and an economic alliance of the Americas for the 1990s and beyond) an instructional unit. (DB)

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L I V I N G I N O U R G L O B A L S O C I E T Y - - New Directions for Social Studies Education in the 21st Century

Richard O. Peters, Ed.D.

GLOBAL HORIZONS

U.S. DEPARTMENT OF EDUCATION
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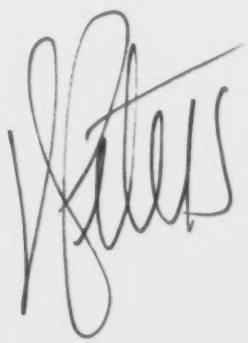
KATIE and NEIL

May the coming century provide
each of you with prosperity,
love, and the opportunity to
achieve your full potential !

This document is a compilation of unpublished manuscripts written by this author.

It is my hope that the following discussions and sample lessons will encourage debate and challenge classroom teachers to design and develop new, and interesting, ways to help today's children and youth become 21st Century citizens and social leaders.



HUMANS & ENVIRONMENT
LEARNING PROGRAM
(HELP)

Founded in 1981, GLOBAL HORIZONS is an educational collaborative for the design, delivery, and evaluation of K-12 instructional programs as well as critical thinking/decision making skills development modeling in global education, and international environmental education.

Clearinghouse activities include:

publication of a periodic newsletter, GlobeScope;

dissemination of relevant literature in the field;

original works published by the ERIC system and in national periodicals;

national conference paper presentations;

teacher inservice education 'how to do it' and informational workshops;

development of audiovisual and print instructional materials for classroom use and field-based studies;

the Humans/Environment Learning Program for continuous, integrated, and sequential instruction;

field testing OUR COMMON HOME: EARTH instructional units in K-12 classrooms;

application of the Proactive Action Model Cross-Culture Matrix to the study of diverse social groups.

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NGO member of the Environment Liaison Centre, Nairobi KENYA

WHY STUDENTS NEED TO DEVELOP A GLOBAL PERSPECTIVE

Richard O. Peters, Ed.D.
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Corpus Christi State University

According to the National Council for the Social Studies (1981), the day-to-day lives of average citizens, as well as the destinies of nations, will be influenced by growing international, cross-cultural links.

Domestic and international issues will demand that citizens think critically and objectively, ponder alternatives, make rational decisions, and act responsibly when solving matters of global concern and magnitude. Individuals will be required to understand and interact with cultures, languages, lifestyles, and value systems unlike their own.

Is the mission of schooling (formal education through the several grades) to shield and protect children and youth FROM the real world(s) about them, or should schools introduce students to these worlds -- and provide them with the knowledge and skills required so that they might successfully function today and all of their tomorrows?

As individuals, and as members of social groups, we simultaneously function within the context of several diverse social settings that exist nearby/close-at-hand (within the local community) as well as being distant/far-removed (from the county-level -- to the state -- to the nation -- to the global community).

The more-immediate 'worlds' are readily perceived and generally understood, by students, because of frequent interaction with phenomena that comprise the local community, e.g., the family, teachers, peers, people in the community-at-large, places and things, and social events.

Distant/far-removed 'worlds' are not readily perceived nor generally understood because students do not interact with them directly. Thus, students do not have a frame-of-reference by which they can comprehend the enormity and complexity of phenomena that can be found within these distant environments -- be they natural or social (human-made) in construct.

LEVELS OF CITIZENSHIP. Students must become aware of- and prepared for adult citizenship roles and responsibilities at city/town/village, county/state, national, and international levels.

In order to successfully assume the mantle of citizenship at each of the several levels of 'community', inquiry team members must demonstrate an understanding of:

> contemporary conflicts, issues, and/or problems that have impact upon their daily lives;
>
> personalities and groups/organizations that have impact upon their lives and affect their singular/collective well-being;

cultural, economic, political, and social lives as individuals and as members of the human community -- on a global scale;

historical events, movements, and courses-of-action that have impact upon their contemporary lives;

diverse points-of-view, opinions, positions on issues, and agreements among nations.

In order to function within the context of a global society, today's students must be systematically introduced to the character of diverse social groups. They must develop an awareness of basic culture traits existent within all groups -- worlwide. By studying such traits, students begin to develop an understanding of the many similarities that exist among the world's human population. For example, they can study social roles/status, religion, government, family structure/functions, education, art-literature-music-dance, dress-food-shelter, folkways-mores-values, economic systems and standards-of-living.

As students progress through the several grades, there is a need for each of them to identify and develop the concept of SELF -- as it relates to them as individuals and to their associations with others in social settings. At the same time they are developing SELF, students begin to perceive the larger world that is about them, and they begin to venture outward from that which is known (within the confines of the local community) into the unknown. They begin to sense that they are a part of a larger system, and that they have a critical role to play in the scheme of things. They begin to understand that each-and-every human being possesses unique qualities, and that each person has something to contribute to the betterment of human-kind.

As contributing citizens, today's youth must become proficient in:

discerning relevant conflicts, issues, and/or problems that have an impact upon their lives;

identify and locate sources of pertinent information for the purpose of enriching perceptions;

collecting and analyzing data;

evaluating the many facets of perceived conflicts, issues, and/or problems;

forming opinions;

identifying alternative courses-of-action that could be taken to resolve conflicts, clarify issues, solve problems, and/or better understand given situations;

pondering and evaluating the possible consequences of each alternative course-of-action;

selecting the most-appropriate course-of-action and designing an implementation strategy;

enlisting support from the diverse community-based 'populations' and special interest groups.

If nothing else, one lesson learned from Operation Desert Storm is that in order to successfully cooperate with fellow humans of different cultural, ethnic, and religious backgrounds -- we must, first, come to understand them and to acknowledge that their diversity. We are not like them in all regards, and they are not like us. Yet, we can work together for common causes, and we can respect each other's differences. This respect can only come about when all of us are aware of the diversity of human groups - worldwide.

Our schools must begin, now, to prepare students for the 21st Century. We must begin, now, to prepare them for a world that will demand greater harmony among diverse cultures, That harmony will only be achieved when our youth are knowledgeable about culture differences.

For classroom teachers, there is a need to create inservice programs designed to introduce them to the diverse global cultures that they will, in turn, be introducing their students to. Inservice programs can take the form of: school-year long workshops at school sites, summer institutes offered on college/university campuses, release time workshops at regional centers, and independent reading/travel.

LIVING IN OUR GLOBAL SOCIETY-New Directions for Education in the 21st Century

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Assistant Professor/Education
CORPUS CHRISTI STATE UNIVERSITY

In its report on social studies curricula for the 21st century, the National Commission On Social Studies in the Schools (1989) stated that students should develop 1) civic responsibility and active civic particiaption, 2) perspectives of their own life experiences so they see themselves as part of the larger human adventure in time and place, 3) a critical understanding of the history, geography, economic, political and social institutions, traditions, and values of the United States as expressed in both their unity and diversity, and 4) an understanding of other peoples and the diversity of world history as well 5) critical attitudes and analytical perspectives appropriate to analyze the human condition.

Because the day-to-day lives of 21st Century citizens will be influenced by growing international, cross-cultural links, children and youths will be required to think critically and objectively, make rational decisions, and act responsibly when solving matters of global concern and magnitude. They will be required to understand and interact with cultures, languages, lifestyles, and value systems unlike their own.

Technological advances, increased trade, tourism and cultural exchanges, environmental concerns, competition for markets and scarce resources will draw nations and peoples into increasingly complex relationships. Increased interaction between societies resulting in a global culture which exists along with an array of distinctive local, national, and regional cultures, and the emergence of a world-wide international system which will erode the traditional boundries between domestic and international policies are characteristics of the 21st Century as envisioned by the International Activities Committee of the National Council for the Social Studies (1982).

The social studies will provide the foundation for all global-oriented studies throughout the K-12 curriculum in any given school system across America. Nationwide, curricula will focus attention on 1) instilling in students a sense of responsibility to one another and to their world, 2) training them in citizenship skills related to everyday living, and 3) helping students clarify issues, resolve conflicts, and solve problems of mutual concern among peoples and nations.

PAM. The PROACTIVE ACTION MODEL can be used for classroom and field-based instruction and student inquiry involving critical thinking, decision making, and problem solving. Functioning as researching social scientists, students inquire, discover, ponder, decide, and act!

SELF-DIRECTED LEARNING. Whenever students are introduced to new social studies concepts, subject matter content and related skills, there is a need for teacher-directed learning (e.g., lectures, demonstrations) in Structured Learning Environments.

Having acquired or developed essential concepts, content, and skills, students choose activities and experiences from among teacher-designed Alternative Learning Activities. In ALAs, the teacher functions primarily as a facilitator of student learning.

In Simulated Experience Environments, the teacher serves as a resource to enhance student self-directed learning. An emphasis is placed on concepts, content, and skills application, reinforcement, and refinement in role playing scenarios requiring inquiry, decision making, and action on the part of the learner(s). Often times, the teacher becomes a cooperative learner as he/she works with student inquiry groups.

ABCs of CULTURAL GEOGRAPHY. In order to function within the context of a global society, students must be systematically introduced to the character of diverse cultures, and must develop an AWARENESS of BASIC CULTURE (ABC) traits existent within all social groups - worldwide.

A cross culture matrix allows students to visually compare diverse social groups. By doing so, they begin to develop an understanding of the many similarities that exist among the world's human population.

TRAITS

CULTURES	1	2	3	4	5	6	7	8	9	10	11	12	OTHERS
A													
B													
C													
D													

1 social roles/status
2 religion
3 government
4 family structure/functions
5 education
6 art/literature/music/dance
7 economic system/industrialization/ standard-of-living
8 division-of-labor
9 tools/weapons
10 technology
11 dress/food/shelter
12 folkways/mores/values

In the classroom, role playing scenarios expand the interaction potential of students with the global lifespace environment. Current events, culture studies, familiarity with global geography, and a perspective of who they are as individuals within the context of a worldwide community of human beings will help students identify their role(s) as key players in the preservation of environmental quality , the maintenance of world peace, and as promoters of harmonious interaction among diverse cultures.

International Activities Committee of the National Council for the Social Studies (1982). Position Statement On GlOBAL EDUCATION, Social Education, 46 (1), p. 36.

National Commission On Social Studies in the Schools (1989). CHARTING A COURSE: Social Studies for the 21st Century. WaSHINGTON, DC; National Council for the Social Studies, p.6.

PROACTIVE ACTION MODEL (PAM) for Critical Thinking/Decision Making Skills Development among K-12 students in social studies.
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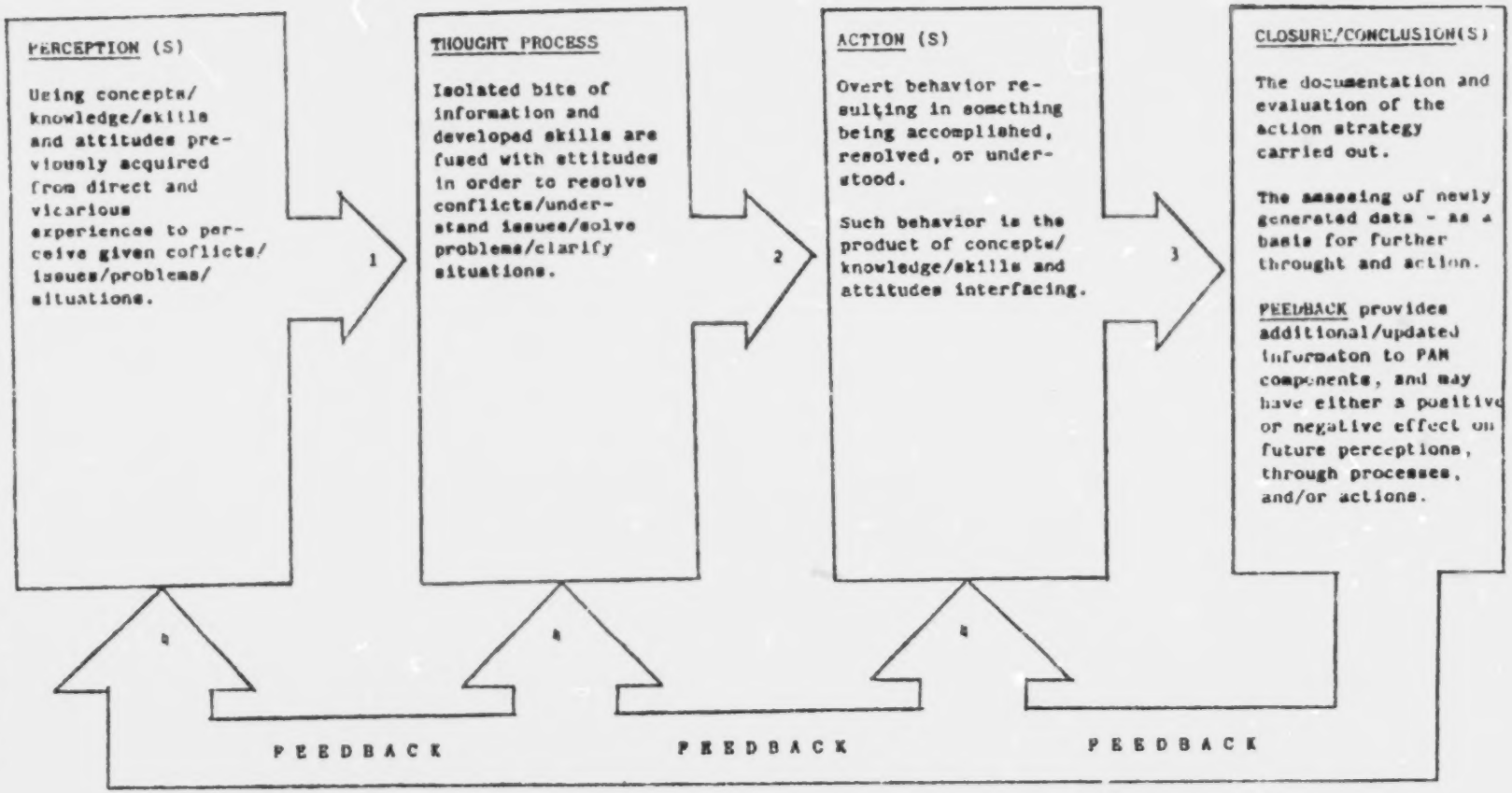
PERCEPTION (S)
Using concepts/ knowledge/skills and attitudes previously acquired from direct and vicarious experiences to perceive given conflicts/ issues/problems/ situations.
1
THOUGHT PROCESS
Isolated bits of information and developed skills are fused with attitudes in order to resolve conflicts/understand issues/solve problems/clarify situations.
2
ACTION (S)
Overt behavior resulting in something being accomplished, resolved, or understood.
Such behavior is the product of concepts/ knowledge/skills and attitudes interfacing.
3
CLOSURE/CONCLUSION(S)
The documentation and evaluation of the action strategy carried out.
The assessing of newly generated data - as a basis for further thought and action.
FEEDBACK provides additional/updated information to PAM components, and may have either a positive or negative effect on future perceptions, through processes, and/or actions.
4
4
4
FEEDBACK
FEEDBACK
FEEDBACK

HELPING STUDENTS PERCEIVE THEIR REAL LIFE WORLD(S)

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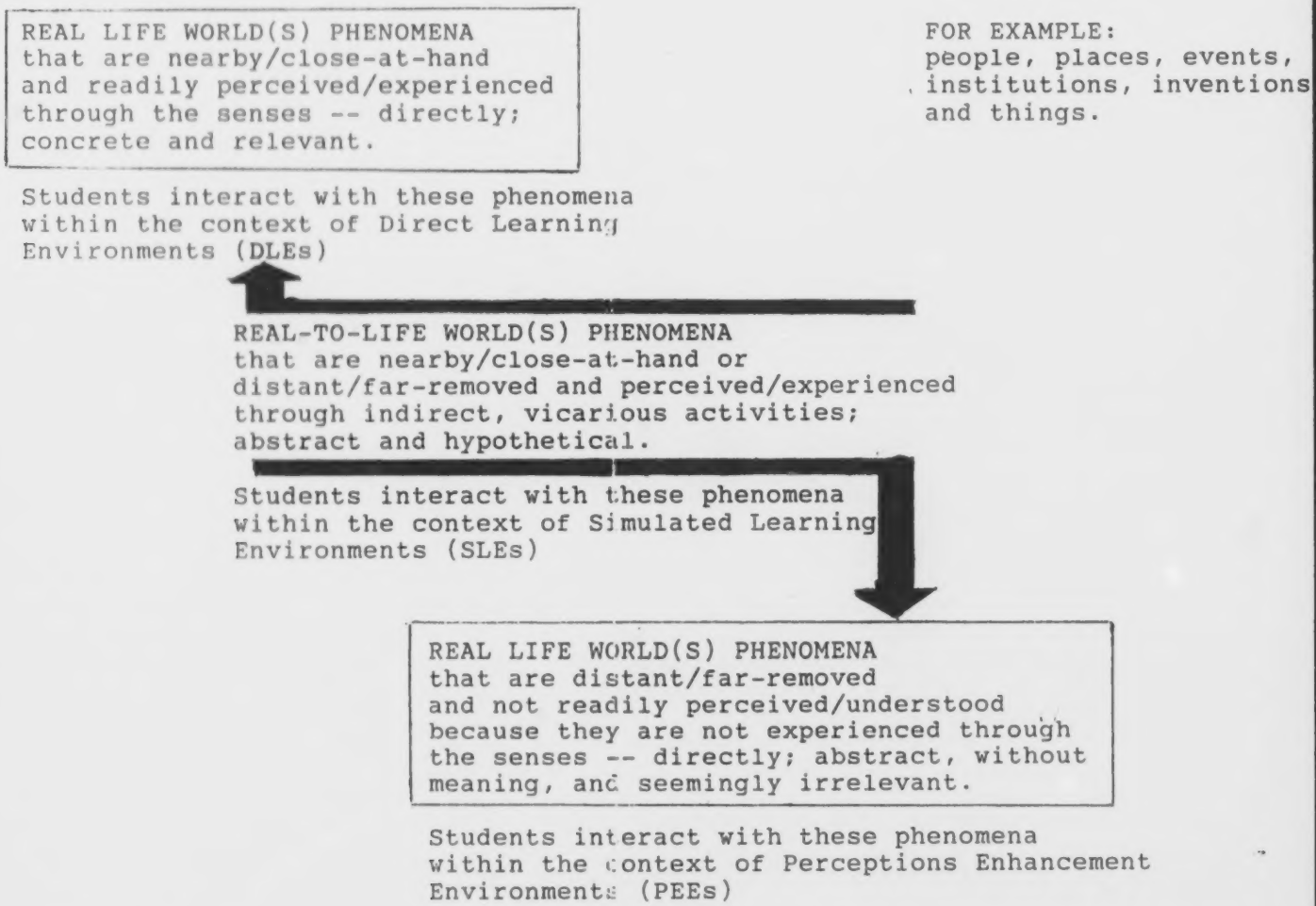
Introduction

According to the National Council for the Social Studies, in its POSITION STATEMENT ON GLOBAL EDUCATION (1981), the day-to-day lives of citizens are influenced by our growing international, cross-cultural links. The phenomenon of globalization is evident by increased interaction between societies, resulting in a global culture; and an expanding global consciousness which enhances awareness of our identities as members of the human species.

Because we do live in a global age, and because we do, in fact, exist simultaneously within the context of several interrelated real life world(s) -- whether perceived and understood or not, students must comprehend the complexity and enormity of the global community in which they live, today, if they are to function effectively as citizens of the 21st Century.

Our World(s)



DLEs. Children and youth are acquainted/interact with phenomena that is nearby/close-at-hand on a day-to-day basis in the classroom and within the total lifespace environment (natural/social) of the community. Throughout the several grades (Grades 5-6-7-8) students are formally introduced to phenomena via field trips, nature walks, interaction with community resources; that is, people, places, and things, in the classroom and at field-based sites, research-oriented activities, and community service projects.

SLEs. Children and youth begin to develop an awareness and understanding of previously non-perceived real life world(s) phenomena through involvement in real-to-life (simulated) activities that require them to research, to think critically, to synthesize and evaluate, to make decisions, and to act in a proactive manner. As preperation for direct involvement in role playing activities, students can be exposed to audiovisual materials that replicate far-removed phenomena in sight, sound, color, and motion. Vicarious/simulated experiences bridge the perceptual 'gaps' that exist, in the minds of students, between real life world(s) phenomena that is nearby/close-at-hand and real life world(s) phenomena that id distant/far-removed. As a result of involvement in SLE-related activities, students better understand the character and nature of phenomena that they had not been exposed to- nor with which they had interacted -- directly.

PEEs. Children and youth develop a more-sophisticated awareness and understanding of previously non-perceived real life world(s) phenomena, as a result of SLE-related activities, as they proceed through the continuous-integrated-sequential social studies curriculum.

C-I-S Schema

A multi-grade curriculum that emphasizes skills development and application -- resulting in proficiency can be organized in a continuous-integrated-sequential schema.

CONTINUOUS: ongoing activities/experiences/instruction at each grade level and within the multi-grade cluster that relate to concepts/knowledge/skills previously acquired.

INTEGRATED: those essential concepts/knowledge/skills gleaned from the several social science disciplines are fused to create a holistic inquiry strategy.

SEQUENTIAL: a developmental process that directly involves students in activities/experiences which require continuous concepts/knowledge/skills acquisition, application, reinforcement, and refinement -- resulting in a demonstrable level of proficiency.

Strategies

A diversity of approaches and methods can be used in the classroom and at field-based sites (that most-closely replicate far-removed phenomena) for purposes of affecting attitudinal, behavioral, intellectual, and perceptual change(s) and enrichment among middle grades students. For example:

1. anthropological digs and related geological studies for purposes of determining the character and nature of nearby natural/social environments;

2. ecological studies to determine the character and nature of natural/social environments found within the context of the local community/ nearby regions;

3. sociological research to identify similar and different/unique traits among diverse social groups found within the context of the local community/nearby regions;

4. investigation of systems of governance as exemplified by local, county, state, national, and/or international agencies, appointed/elected officials, and agreements/treaties as well as social institutions and organizations;

5. role playing personalities, political/social groups, and special interests as each pertains to identified conflicts, issues, problems, and/or situations that effect individuals and groups which exist at the local, county, regional, and state level(s) and on a national or international plane;

6. create an economic system that controls the (1) exploitation/utilization of natural and human/social resources, (2) production/distribution of goods, (3) availability of essential services to meet the immediate and long-range needs of the masses, (4) amount of currency that is in circulation among the masses at any given point-in-time, and (5) determines the import/export of raw materials and/or finished goods -- as a result of studying the economic system(s) of the local community, the county/region/state, and the national government;

7. investigate diverse natural/social environments on a global scale to determine their respective nature/character;

8. sociological research to identify similar and different/unique traits among diverse social groups found within the global context;

9. investigate the concept of INTERDEPENDENCE as it pertains to human/human interaction(s) and human/nature interaction(s) at the local, county, regional, and/or state level(s) and on a national or international plane.

Sample Activities/Lesson

CONCEPT	Carrying Capacity of Earth
GOAL(S)	To acquaint students with the impact that humans have upon the capacity of the local natural environment to support life and development. To acquaint students with the impact that humans have upon the capacity of state/national natural environments to support life and development. To acquaint students with the impact that humans have upon the capacity of the global natural environment to support life and development.
GRADE(S)	7 - 8
ACTIVITIES	1. Field trips into the natural/social environments of the local community to witness/study the impact of humans upon nature's ability to support all forms of life at a minimum level of acceptable quality. 2. Field trips to natural environment sites to witness how resources are being managed/used to benefit human growth and social development. 3. Guest speakers discuss the plight of nature re: diverse global environments -- including the local community/region. 4. Audiovisuals, e.g., films, filmstrips, slides, still photographs, and video tapes, are used to introduce students to the nature and character of diverse global environments -- and to the impact that humans have had/are now having upon them. 5. Student inquiry teams research specific conflicts, issues, problems, and/or situations related to the impact of human groups upon nature's ability to support increased population growth and global distribution.

PUTTING STUDENTS IN TOUCH WITH THEIR WORLDS

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Art plays an important role in social studies education (K-12) as attempts are made to introduce students to the several overlapping 'worlds' in which they live -- simultaneously.

Throughout the several grades, students are introduced to concepts, knowledge, and skills related to the several social sciences disciplines that constitute the 'social studies' found in public schools, nationwide. For many of these students, a picture is truly worth a thousand words -- and more!

In the study of history, for example, students may be introduced to important events and personalities through paintings and other art forms. Oftentimes, these depictions of reality make 'sense' out of the written word. They also provide students with a visual frame-of-reference which allows them to imagine a world gone-bye.

Students enrolled in contemporary issues classes, in culture studies electives, and in global education courses can begin to develop an awareness of distant/far-removed worlds through their exposure to art exhibits, to museums, to musical performances, to cultural fairs, and to stage productions at field-based sites. When students cannot be directly exposed to such learning experiences, audiovisual materials can be used in the classroom to heighten their awareness and to develop their perspectives about people, places, things, and events -- worldwide.

As an integral component of social studies instruction, Art provides an aesthetic basis for attitudes and values development among students at varying levels along the K-12 continuum. Through the visual and performing arts, students develop insights and understandings that would otherwise not be developed. They begin to make 'connections' between that which is read about and that which is seen; they begin to build perceptual 'bridges' between that which is abstract (thoughts and the written word) and that which is concrete (visual representations of reality).

Students can utilize various art forms to create original communications. They can research topics in the social studies and then create original presentations using graphic media devices such as motion picture cameras, still cameras, and video tape equipment. Thus, students are able to incorporate sights and sounds into a format that conveys information to others in a variety of moods. Still other students may create original works of art as a form of self expression. Information, attitudes, experiences, and emotions are synthesized into a creation that possesses original qualities and reflects, in some way, the nature and character of the creator.

In order to design a program of studies which places an emphasis on discipline content acquisition AND aesthetics enrichment, there is a need for teachers of the social studies and the arts to plan -- together; to make the connections between the two areas of study so that students will be able to make the same connections during their course-of-study.

The Proactive Action Model (PAM) can be used to research content in a subject matter area; to apply critical thinking/

decision making/problem solving skills to conflicts, issues, problems, and situations; and to nurture/enhance attitudes, beliefs, and values. (See Diagram I)

PROACTIVE ACTION MODEL (PAM) for Critical Thinking/Decision Making Skills Development among K-12 students in social studies.
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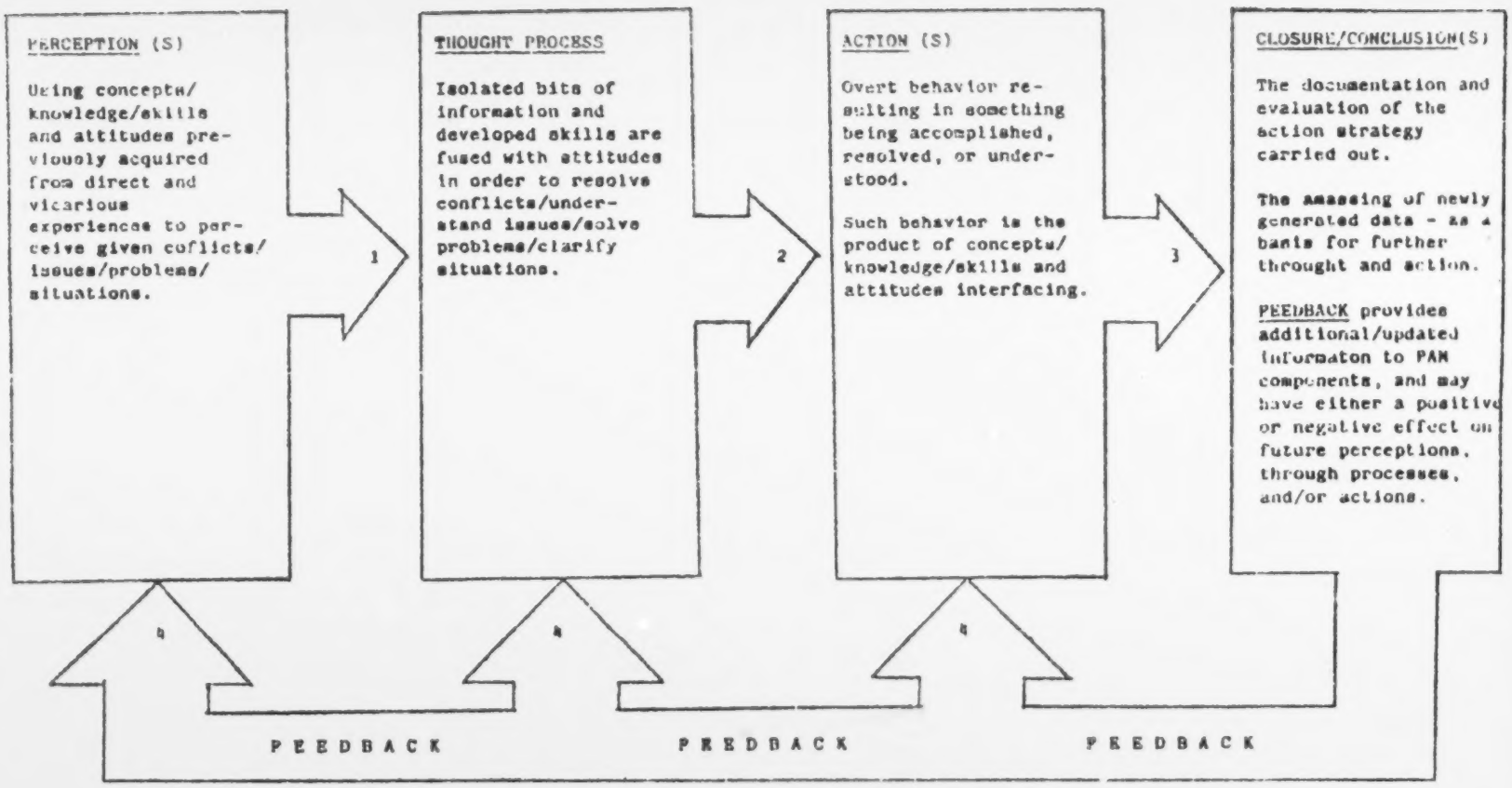
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INTRODUCING YOUNG LEARNERS TO THEIR LIFESPACE ENVIRONMENT(S)

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Corpus Christi State University

As young learners are formally introduced to the character and nature of the lifespace environment(s) in which they develop and prosper, they must identify characteristics and properties which make diverse natural environments alike/different as well as those characteristics and properties which make diverse social environments alike/different.

	CULTURE TRAITS								
SOCIAL ENVIRONMENT(S)	1	2	3	4	5	6	7	8	OTHERS
Inner City									
Suburbia									
Rural towns/villages									

1 Language
2 Art/Music
3 Family Organization
4 Architecture
5 Lifestyles
6 Transportation
7 Economy
8 Natural/Human Resources

CULTURE TRAITS/PHYSICAL CHARACTERISTICS

SOCIAL ENVIRONMENT(S) BY GEOGRAPHICAL REGION(S)	1	2	3	4	5	6	7	8	9	10	OTHERS
Northeast											
Mid-Atlantic											
South											
Mid-West											
Mountains											
West Coast											
Alaska											
Hawaii											

1 Language
2 Art/Music
3 Family Organization
4 Architecture
5 Lifestyles
6 Transportation
7 Economy
8 Natural Resources
9 Climate/Seasons
10 Topography

PHYSICAL CHARACTERISTICS

GEOGRAPHICAL REGION(S)	1	2	3	4	5	6	7	8	OTHERS
Mountains									
Coastal Plains/ Seashore									
Deserts									
Forests									
Inland Plains									
Swamps/Marshes									

1 Water Supply/Rainfall
2 Natural Resources
3 Flora
4 Fauna
5 Climate/Temperature(s)
6 Topography
7 Seasons
8 Human Habitation

Young learners can be formally introduced to the character of lifespace environments through direct and vicarious experience activities, e.g., guest speakers into classrooms, audiovisual presentations complete with sights/sounds/realistic color, field trips to selected events/locations/places, nature walks, working with community resource people at selected field-based sites.

Closely aligned with an investigation of the character and nature of natural/social environments is a systematic introduction to the world-of-work. A sequential career education program (K-12) develops among young learners an awareness of diverse careers and occupations found within the context of the local/area social environment(s). At the middle grades, learners are exposed to diverse careers and occupations using audiovisual presentations, field trips to sites to observe career/occupational training applied to real life tasks, and guest speakers into classrooms to discuss tasks/responsibilities related to specific careers and occupations. Thus, is advisable to apply the matrix concept to a comparative study of diverse careers and occupations found within local/area life-space environments.

CAREER/OCCUPATIONAL TRAITS

CAREERS/ OCCUPATIONS	1	2	3	4	5	6	7	8	9	10	OTHERS
A											
B											
C											
D											
E											
F											

1 Educational Preparation
2 Skills Training
3 Responsibilities
4 Salary Range
5 Cooperation With Others
6 Leadership Potential
7 Advancement Opportunities
8 Occupational Security

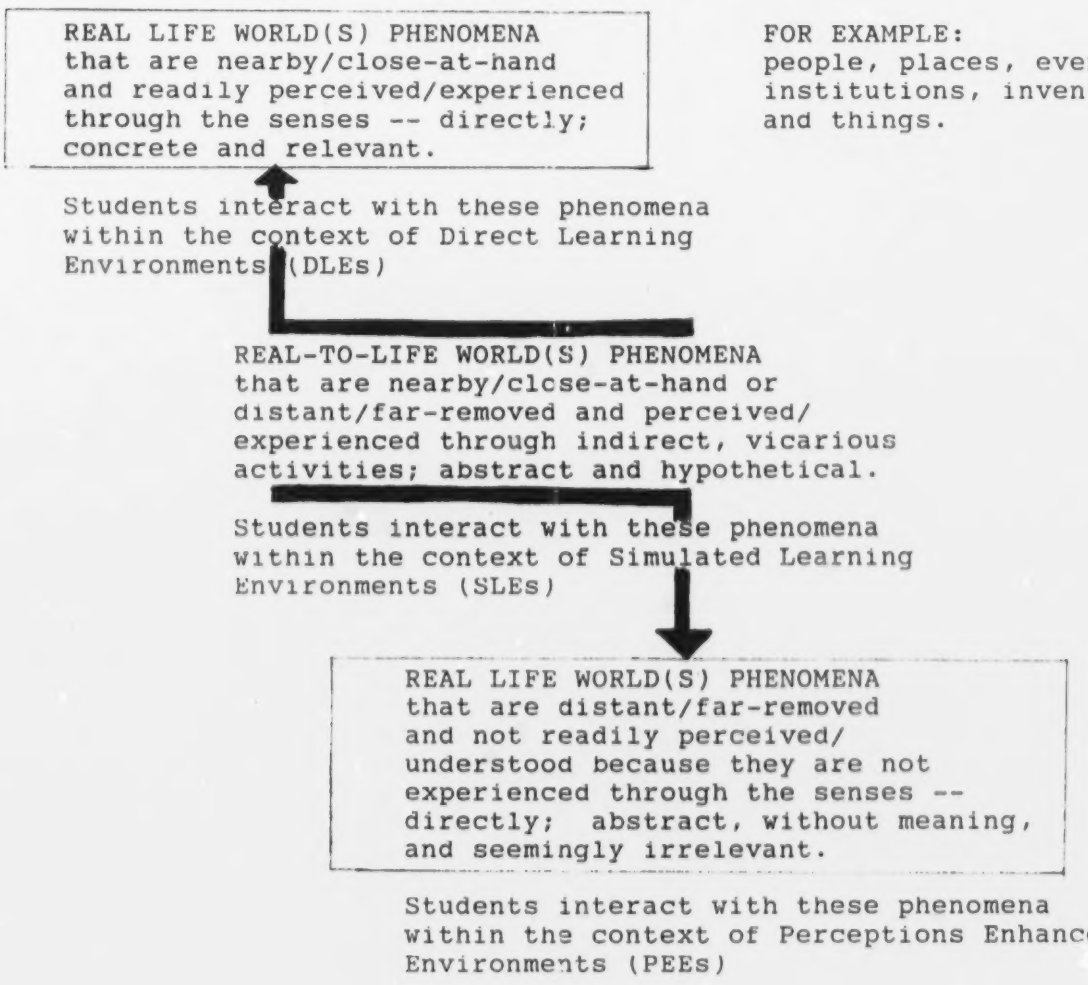
Developing Real Life World(s) Comprehension Among Middle School Students

Introduction. In this global age, our daily lives are influenced by people, places, events, and things that are both nearby and far-removed -- whether we are aware of them or not.

Each of us needs to better understand the perceived/non-perceived forces (phenomena) that impact our attitudes, behaviors, and values as well as our individual/collective financial resources.

School-aged youth must comprehend the complexity and enormity of the global community in which they live, today, if they are to function as effective citizens in the 21st Century.

Our World(s).



Learning Environments. A multi-grade social studies curriculum that emphasizes skills development and application -- resulting in proficiency can be organized in a continuous-integrated-sequential schema.

Continuous: on going activities/experiences/instruction at each grade level and within the multi-grade cluster that relate to concepts/knowledge/skills previously acquired.

Integrated: those essential concepts/knowledge/skills selected from the several social science disciplines are fused to create a holistic inquiry strategy.

Sequential: a developmental process that directly involves students in activities/experiences which require continuous concepts/knowledge/skills acquisition, application, reinforcement, and refinement -- resulting in a demonstrable level of proficiency.

DLEs. Children and youth are acquainted/interact with phenomena that is close-at-hand on a day-to-day basis in the classroom and in the total lifespace environment (natural/social) of the local community. Throughout the several grades, students are formally introduced to phenomena via field trips, nature walks, interaction with community resource people in the classroom and at field-based sites, research-oriented activities within the context of the community lifespace environment as well as community service projects.

SLEs. Children and youth begin to develop an awareness and understanding of previously non-perceived real life world(s) phenomena through involvement in real-to-life (simulated) activities that require them to research, to think critically, to evaluate, to organize, to synthesize, to make decisions, and to act in a

proactive manner. As preperation for direct involvement in role playing activities, and for purposes of awareness enrichment/ data collection, students can be exposed to audiovisual materials that replicate far-removed phenomena in sight, sound, color, and motion. Vicarious/simulated experiences bridge the perceptual 'gaps' that exist between real life world(s) phenomena that are nearby/close-at-hand and real life world(s) phenomena that are distant/far-removed. As a result of involvement in SLE activities, students better understand the character and nature of phenomena that they have not been directly exposed to- nor with which they have interacted.

PEEs. Children and youth develop a more-sophisticated awareness and understanding of previously non-perceived real life world(s) phenomena as they proceed through the continuous-integrated-sequential social studies curriculum for grades 5-6-7-8.

Strategies. A diversity of approaches/methods are used in the classroom and at field-based sites (that most-closely replicate far-removed phenomena) for purposes of affecting attitudinal, behavioral, intellectual, and perceptual change/enrichment among students. For example:

1. anthropological digs and related geological studies for purposes of determining the character and nature of nearby natural/social environments;
2. ecological studies to determine the character and nature of natural/social environments found within the context of the local community/nearby regions;
3. sociological research to identify similar and different/unique traits among diverse social groups found within the context of the local community/ nearby regions;

4. investigation of systems of governance as exemplified by local, county, state, national and/or international agencies, appointed/elected officials, and agreements/treaties as well as social institutions and organizations;
5. role playing personalities, political/social groups and organizations, and special interests as they pertain to identified conflicts, issues, problems,and/or situations that effect individuals and groups which exist at the local, county, regional, and state level(s) and on a national or international plane;
6. create an economic system that controls the (1) exploitation/use of natural and human resources, (2) production/distribution of goods, (3) availability of essential services to meet the immediate and long-range needs of the masses, (4) amount of currency that is in circulation among the masses at any given period-in-time, and (5) determines the import/export of raw materials and/or finished goods -- as a result of studying the economic system(s) of the local community, the county/region/state, and the national government;
7. investigate diverse natural/social environments on a global scale to determine their respective nature/character;
8. sociological research to identify similar and different/unique traits among diverse social groups found within the global context;

9. investigate the concept of INTERDEPENDENCE as it pertains to human/human interactions as well as human/nature interactions at the local, county, regional, and/or state level(s) and on a national or international plane.

Sample Activities/Lessons. In Grades 5-8, there are several classroom and field-based activities that students can experience when studying real life world(s) phenomena that may be nearby/close-at-hand or distant/far-removed.

CONCEPT	Resources
GOAL(S)	To acquaint students with natural/social/human resources found within the context of the local community and/or immediate surrounding region. To acquaint students with natural/social/human resources found within the context of the state(s) and nation. To acquaint students with natural/social/human resources found within the context of selected foreign nations.
GRADES	5 - 6 - 7 - 8
ACTIVITIES	1) Field trips into the local community to visit/tour manufacturing sites and learn how available natural/human resources are utilized, to visit natural resource deposits/reserves, and to tour educational/human resource training facilities. 2) Audiovisuals, e.g., films, filmstrips, slides, still photographs, video tapes, are used to introduce students to natural/social/human resources found state-wide and/or nationally. 3) Guest speakers discuss their careers/occupations re: natural/social/human resources management/utilization. Guest speakers discuss national/international resources.

4) Student inquiry teams research resources availability/utilization in the community, state, nation, or internationally and develop/present class reports -- complete with visuals.

5) Students conduct interviews with local/ county/regional agency officials responsible for resources management. NOTE: These reports can be recorded on audio and/or video tape.

6) Simulated radio/television newscasts and talk/interview programs re: resources management/utilization on the several planes.

7) Student inquiry teams will design facilities/ strategies to preserve available resources and/or to maximize their utilization.

OUTCOMES

1) Student inquiry teams will develop investigative strategies and collect data re: specific resource management/utilization policies. Class reports -- complete with visuals -- will be presented.

2) Students will debate contemporary issues re: natural/social/human resources.

3) Students will develop bulletin board displays depicting the availability/management/utilization of resources.

4) Students will compile a list of resource sites in the community/region that can be used again -- by future classes as they study this topic.

5) Students design and implement community service projects.

6) Students prepare audiovisual presentations that are presented to the entire community membership at open-house activities or screened before clubs and organizations -- for purposes of informing and educating the population(s) of the region.

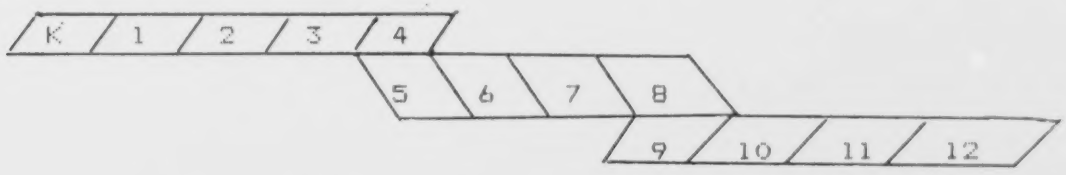
ROLE PLAYING SOCIAL SCIENTISTS IN CLASSROOM AND FIELD-BASED ENVIRONMENTS OF A REAL LIFE OR REAL-TO-LIFE NATURE

Richard O. Peters, Ed.D.

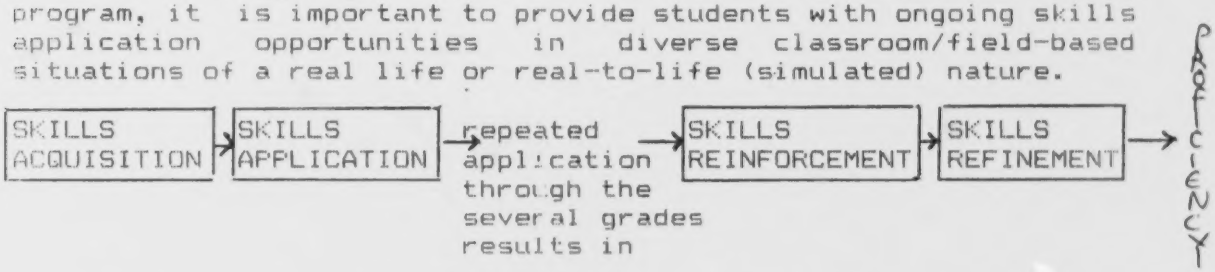
In the 21st Century, domestic and international conflicts, issues, and problems will demand that citizens think critically and objectively, make rational decisions, and act responsibly when confronting, analyzing, and solving matters of global concern and magnitude. Individuals will be required to understand and interact with cultures, languages, lifestyles, and value systems unlike their own.

According to the NATIONAL COUNCIL FOR THE SOCIAL STUDIES, in its Position Statement On Global Education (1981), by the year 2001 the day-to-day lives of average citizens, as well as the destinies of nations, will be influenced by growing international, cross-cultural links.

K-12 SCHEMA. As students progress from grade-to-grade, and from grade cluster-to-grade cluster, through a continuous/integrated/sequential curriculum opportunities for skills acquisition and application must be designed for each-and-every step in the K-12 process.



When designing a social studies-related skills building program, it is important to provide students with ongoing skills application opportunities in diverse classroom/field-based situations of a real life or real-to-life (simulated) nature.



Students can be introduced to critical thinking, decision making, and problem solving skills development using the PROACTIVE ACTION MODEL (PAM). Through the several grades, students can be challenged to function as researching social scientists within the context of classroom and fieldd-based natural/social environments to:

perceive conflicts, issues, problems, and situations;

seek data from diverse sources;

PROACTIVE ACTION MODEL (PAM) for Critical Thinking/Decision Making
Skills Development among K-12 students in social studies.
© 1988 Richard Peters YOUR CHILD MY CHILD

PERCEPTION (S)
Using concepts/ knowledge/skills and attitudes previously acquired from direct and vicarious experiences to perceive given conflicts/ issues/problems/ situations.
1
THOUGHT PROCESS
Isolated bits of information and developed skills are fused with attitudes in order to resolve conflicts/understand issues/solve problems/clarify situations.
2
ACTION (S)
Overt behavior resulting in something being accomplished, resolved, or understood.
Such behavior is the product of concepts/ knowledge/skills and attitudes interfacing.
3
CLOSURE/CONCLUSION(S)
The documentation and evaluation of the action strategy carried out.
The amassing of newly generated data - as a basis for further thought and action.
FEEDBACK provides additional/updated information to PAM components, and may have either a positive or negative effect on future perceptions, through processes, and/or actions.
4
4
4
FEEDBACK
FEEDBACK
FEEDBACK

collect/evaluate and organize data for further analysis;

synthesize relevant data obtained from a variety of sources into a meaningful whole for the purpose of refining perceptions;

brainstorm possible alternatives re: conflict resolution, issues clarification, problem solving, and situation comprehension;

select the most-appropriate alternative re: the perceived conflict(s), issue(s), problem(s), and/or situation(s);

design a strategy to implement the chosen course-of-action;

apply the designed strategy;

monitor the implementation and operation of the strategy process;

collect and analyze newly generated process data;

apply newly generated data to the resolution of the perceived conflict, issue, problem, and/or situation;

apply newly generated data to the ongoing PAM skills development process for the purpose of continuous PERCEPTION(S)/THOUGHT PROCESS(ES)/ACTION(S) refinement.

Global studies can be organized around a series of concepts and themes, e.g., Earth's carrying capacity, fragile environment(s), global warming, greenhouse effect, stewardship, reforestation, conservation, lifespace, and interdependence.

Having designed strategies for proactive action, students participate in community-based activities and/or are involved in role playing scenarios which require them to affect change of some kind -- to some degree.

The intent of these inquiry-based activities is to directly involve students in concepts/knowledge acquisition and skills application processes.

CONCEPT: Pollution

GOAL(S): To introduce students to various types of pollution.

To involve students in a study of various types of pollution.

To develop students' understanding of the cause(s)/effect(s) of various types of pollution.

GRADE(S): 7 - 8

OBJECTIVE(S): To introduce students to cause(s)/effect(s) of air, noise, sight, and water pollution within local natural/social environments.

To directly involve students in classroom and field-based research for purposes of determining the cause(s)/effect(s) of air, noise, sight, and water pollution.

To have students research the topic: pollution, by identifying/collecting/analyzing/evaluating data derived from a variety of sources.

To have students ponder alternative solutions to pollution problems, and to decide upon a course-of-action which will be implemented and monitored.

To have students actively involved in real life and real-to-life activities which result in some degree of change re: the existing condition/state of air, noise, sight, and/or water pollution in a given natural/social environment.

ACTIVITIES:

1. Students will be taken on nature walks and field trips into selected natural/social environments for purposes of affective their awareness as well as attitudes and values.

2. At field-based sites within the context of the natural/social lifespace environment, students will conduct inquiry/research activities for purposes of collecting data and analyzing existing conflicts, issues, problems, and/or situations.

3. Guest speakers will visit classrooms to discuss the conflict(s), issue(s), problem(s), and/or situation(s) being researched.

4. Students will be exposed to far-removed natural/social environments through the use of audiovisual presentations, e.g., films, captioned/sound filmstrips, still pictures, slides, and/or audio or video tapes.

5. Students will organize an ECONAUTS club for purposes of conducting community service project-related activities.

6. Students will organize a community education campaign for the purpose of making community members aware of selected conflicts, issues, problems, and/or situations related to local natural/social environments.

7. Students will write to pen pals in other parts of the country/foreign countries for the purpose of expanding their awareness re: global environments and diverse cultures; lifestyles/traits.

8. Students are involved in integrated subjects studies dealing with selected natural/social environments of a local, regional, state, national, or international nature, e.g., science/social studies courses.

9. Working in inquiry teams of three-or-four members, students research topics of interest re: identified conflicts, issues, problems, and/or situations and develop audiovisual reports for presentation to the class.

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analyzing, critical thinking, decision making, geography, listening, proactive action, problem solving, reading, researching, social interaction/cooperation, speaking, and writing.

USING DOCUMENTS AND PRIMARY SOURCE MATERIALS TO DEVELOP AN AWARENESS OF CULTURAL DIVERSITY AMONG MIDDLE SCHOOL STUDENTS

Richard O. Peters, Ed.D.
College of Education
Corpus Christi State University

Many students wonder whatever could be the connections between reading and understanding how diverse culture/social groups are different, but even-more -- alike!

With the ever-increasing emphasis on global awareness in the curriculum, there is a need for educators to design instructional programs and strategies for the purpose of infusing concepts, knowledge, and skills from the several subjects into a schema that presents to students a view of their world -- and the diverse social groups within it -- in a holistic sense.

Studying documents and primary source materials such as diaries and letters enable students to better understand how people think as well as that which they think about. Such materials allow students to develop insights about who these writers are; about their hopes, their dreams, and their ambitions -- irregardless of color, race, religious preference, or status in the social order.

THE LOCAL COMMUNITY. It is important to begin with that which is close-at-hand and most-familiar to students; namely, the neighborhoods or community-at-large within which they live. Within the context of such social settings, students begin to investigate the culture traits of diverse groups, e.g., social roles of males/females, religious ceremonies, language, art and music, the role(s) of the family, economic systems, standards-of-living, division-of-labor, and governance.

Documents shed light on the experiences and wisdom of the culture/social group they represent to the world -- past, present, and future. They tell something about the people of the time; their lifestyles, their creativeness, and their view of a 'better world' for themselves and their descendants.

Personal diaries, letters, essays, newspapers and other print materials provide insights not only into times past and present, but they also provide a basis for understanding something about people as human beings. To young readers in a social studies class, for example, these materials provide valuable insights into how people live, how they act, what they believe to be true, and how they interact with their fellows.

Exposure to documents and primary source materials provides a basis for students to learn more about their neighbors, and to better understand why diverse culture/social groups are different and how they are basically the same.

A GLOBAL PERSPECTIVE. Having developed a sense of the local community, students apply the same inquiry techniques to the study of documents and primary source materials representing diverse cultures/social groups on a global scale.

An excellent document for students to study is the United Nations' Declaration of Human Rights. Therein, students can begin to understand that no matter a person's race, color, or creed -- there are basic desires that ALL human beings share, and rights that ALL human beings are entitled to; no matter their status in society.

Many of the primary source materials that students can study might well come from their homes. Many times, the personal reflections of family members are preserved as heirlooms -- to be shared at times when group identity is important. These materials can be shared with other students -- to provide them an insight into the lives of people different from themselves.

It is only the result of such endeavors do students begin to realize that the more we are seemingly different, outwardly, the more -- in fact -- we are alike deep in that human quality called a soul.

GLOBAL CITIZENSHIP: New Directions for Education in the 21st Century

Richard O. Peters, Ed.D.
College of Education
Corpus Christi State University

According to the report of the National Commission On Social Studies In The Schools (1989), 21st Century students should develop civic responsibility and active civic participation; develop an understanding of other peoples and their unity and diversity through the study of world history, geography, social institutions, traditions and values; and develop critical attitudes and analytical perspectives appropriate to an analysis of the human condition -- past, present, and future. (1)

Because the day-to-day lives of citizens are/will continue to be influenced by growing international, cross-cultural links children and youths must think critically and objectively, make rational decisions, and act responsibly in a proactive manner when solving matters of global concern and magnitude. In the 21st Century, individuals will be required, to a greater degree, to understand and interact with cultures, languages, lifestyles, and value systems unlike their own.

The International Activities Committee of the National Council for the Social Studies (1981) declared that technological advances, increased trade, tourism and cultural exchanges, environmental concerns, competition for markets and scarce resources will draw nations and peoples into increasingly complex relationships. The IAC envisions a 21st Century characterized by increased interaction between societies in a global culture that will exist along side an array of distinctive local, national, and regional cultures. (2)

The social studies curriculum (K-12) will provide the foundation for all global-oriented studies as well as citizenship training. Nationwide, curricula will focus attention on instilling in students a sense of responsibility to one another and to their world; training them in citizenship skills related to everyday living; and helping students clarify issues, resolve conflicts, and solve problems of mutual concern among peoples and nations.

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(1) National Commission On Social Studies In The Schools (1989). Charting A Course: Social Studies for the 21st Century. Washington, DC: National Council for the Social Studies, p. 6.

(2) International Activities Committee of the National Council for the Social Studies (1981). Position Statement On Global Education. Social Education, 46 (1), p. 36.

This author wishes to discuss two instructional strategies that can be used, effectively, in the typical social studies classroom or at field-based sites to affect skills development and to enhance/enrich awareness and understanding regarding

diverse social groups. It should be noted, at this juncture in this discourse, that awareness/understanding and skills development processes require continued application, reinforcement, and refinement (mastery/proficiency) of acquired concepts, knowledge, and abilities.

PAM. The Proactive Action Model can be used to affect critical thinking, decision making, and problem solving skills in students. Functioning as researching social scientists, they inquire, discover, ponder, decide, and act individually and collectively. (See DIAGRAM I)

ABCs. In order to function within the context of a global society, students must be systematically introduced to the character and nature of diverse social groups. They must develop an Awareness of Basic Culture (ABC) traits existent within all groups -- worldwide. A cross-culture matrix allows students to visually compare diverse groups regarding specified traits. By doing so, students begin to develop an understanding of the many similarities that exist among the world's human population. (See DIAGRAM II)

T R A I T S

CULTURES	1	2	3	4	5	6	7	8	9	10	11	12
A												
B												
C												
D												
E												
F												
G												

1 social roles/status
2 religion
3 government
4 family structure/function(s)
5 education
6 art/literature/music/dance
7 division-of-labor
8 tools/weapons
9 technology
10 dress/food/shelter
11 folkways/mores/values
12 economic system/ standard-of-living

In the classroom, current events/culture studies/familiarity with global geography (natural/social) and a perspective of who they are as individuals within the context of a worldwide community of human beings -- as well as community service activities -- will help students identify their role(s) as key players in the preservation of environmental quality and promoters of harmonious interaction among diverse cultures.

UNIT THEME Lifespace Environments

UNIT TOPICS
Home
School
Peer Groups
Neighborhood
Community-at-large
County/Region
State
Nation
Global Community

UNIT GOALS

To introduce students to the nature and character of the several natural lifespace environments in which they exist and function -- whether perceived or not by students. SUBJECTS: arts, biology, earth science, geography, geology, literature, mathematics, music.

To introduce students to the nature and character of the several social lifespace environments in which they exist and function -- whether perceived or not by students. SUBJECTS: anthropology, arts, geography, history, government/political science, language, literature, mathematics, music, sociology, psychology.

To develop within students an awareness and understanding of the continuous interaction/interdependence between natural and social lifespace environments. SUBJECTS: anthropology, arts, biology, earth science, geography, geology; government/political science, literature, mathematics, music, sociology, psychology.

To develop within students an awareness and understanding of the human interaction and cooperation that takes place within the context of the several social lifespace environments. SUBJECTS: arts, history, government/political science, language, literature, music, sociology.

To develop within students an awareness and understanding that natural and social lifespace environments provide essential goods, materials, and services needed by individuals/groups in their daily lives. SUBJECTS: biology, earth science, economics, geography, geology, government/political science, literature, mathematics, sociology, psychology.

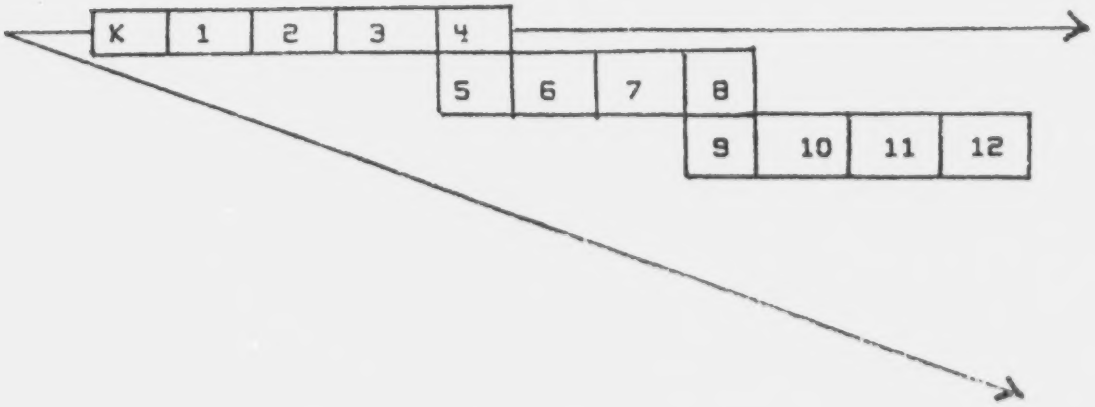
To develop within students an awareness and understanding that each-and-every human being has a responsibility to promote the general welfare of natural and social lifespace environments. SUBJECTS: arts, earth science -- conservation/ environmental studies, geography, history, literature, mathematics, sociology.

To develop within students an awareness and understanding of differences and similarities that exist among diverse natural lifespace environments -- on a global scale. SUBJECTS: arts, biology, earth science, geography, geology, literature, mathematics.

To develop within students an awareness and understanding of differences and similarities that exist among diverse social lifespace environments -- on a global scale. SUBJECTS: anthropology, arts, economics, government/political science, history, language, literature, music, sociology.

GRADES

To provide for a continuous/integrated/sequential process of concepts, knowledge, and skills acquisition - application - reinforcement - refinement through the several grades.



TRADITIONAL SUBJECT MATTER ALIGNMENTS: MATHEMATICS/SCIENCES

ENGLISH/SOCIAL STUDIES

NEW SUBJECT MATTER ALIGNMENTS: ENGLISH/MATHEMATICS

SCIENCES/SOCIAL STUDIES

Charting A Course: Social Studies for the 21st Century (1989)

"As changes in our society and in the larger world place new and increasing demands on our nation and its citizens, it is urgent, even imperative, that young Americans acquire a broader, more comprehensive and connected understanding of historical and contemporary human affairs."

"No branch of the school curriculum is more central than social studies."

"Social studies not only convey essential knowledge in their own right, but provide a bridge and a context for understanding of scientific and humanistic values and concerns."

"Social studies provides the obvious connection between the humanities and the natural and physical sciences. To assist students to see the interrelationships among branches of knowledge, integration of other subject matter WITH social studies should be encouraged whenever possible."

"The social studies curriculum should enable students to develop perspectives on their own life experiences so they see themselves as part of the larger human adventure in time and place."

"The social studies curriculum should enable students to develop an understanding of other peoples and the unity and diversity of world history, geography, institutions, traditions, and values."

AN ECONOMIC ALLIANCE OF THE AMERICAS FOR THE 1990s AND BEYOND

An Instructional Unit

Richard Peters, Ed.D.
Corpus Christi State University

GLOBAL HORIZONS
The Center for Applied ECO/SOCIAL Studies

International Social Studies Conference:
The Caribbean -- Cradle, Crossroads, and
Crucible of the Americas

June 1991

AN ECONOMIC ALLIANCE OF THE AMERICAS FOR THE 1990s AND BEYOND contains only a sample unit outline and four (4) sample lesson outlines.

This conference handout is not intended to be a complete document for classroom use -- but rather a suggested format by which students can be introduced tc related concepts, themes, and topics.

SAMPLE UNIT OUTLINE

CONCEPT — International Relations

THEME — The United States and the Americas

TOPIC — Moving Toward a Caribbean Economic Community

GOAL(S) — As a result of studying this unit, students will understand:.

1. the historical development of economic and political relations between the United States and selected Caribbean nations from 1898 to 1985.

   *CUBA
   EL SALVADOR
   MEXICO
   NICARAGUA
   PANAMA

2. current economic and political conditions in selected Caribbean nations.*

3. the importance of creating a European Common Market-type alliance in the Caribbean region to promote/stimulate economic development and financial stability.*

OBJECTIVES — As a result of studying this unit, students will know:

1. selected events and personalities that have shaped economic and political relations between the United States and selected Caribbean nations from 1898 to 1985.*

2. pertinent data regarding the economic, political, and social conditions in selected Caribbean nations -- today.*

ACTIVITIES/
MATERIALS

As a result of studying this unit, students will interact with:

1. print materials of a primary/secondary source nature as they research topics and develop reports.

2. audiovisual presentations as a means of vicarious introduction to selected Caribbean nations.

3. guest speakers who have lived in or travelled to selected Caribbean nations.

4. missionaries and Peace Corps volunteers who have lived and worked in selected Caribbean nations.

5. business men and women who buy goods/ materials/resources from selected Caribbean nations or those who sell goods/materials/ resources to selected Caribbean nations.

6. exchange students from Caribbean nations.

ASSESSMENT/
EVALUATION
STRATEGIES

Teacher-made quizzes and tests.

Research reports.

Classroom participation in question/answer sessions and discussions.

Questions asked of guest speakers to the classroom.

Interviews conducted with community resource people at field-based sites.

Visual displays such as bulletin boards.

Individual/group projects.

Role playing scenarios.

Debates, round table discussions, etc.

Creation of stimulated news broadcasts that are videotaped.

GRADES	9 - 12
ABILITY LEVEL(S)	Average - Honors
MINUTES PER DAY	45 - 50
UNIT TIME FRAME	5 - 6 weeks; 25 - 30 classes.

SAMPLE LESSON
OUTLINE

TOPIC — Monroe Doctrine: Background

No further European colonization or political interference in the Western Hemisphere (1823)

OBJECTIVES — Students will know:

1. the reason(s) for the Doctrine;
2. who authored the Doctrine;
3. the European nations immediately effected by the Doctrine;
4. United States relations with nations of the Americas as a result of the Doctrine;
5. individuals and groups in the United States that supported the Doctrine throughout the several decades;
6. specific 19th and 20th Century events and personalities related to the Doctrine.

ACTIVITIES/
MATERIALS

1. Audiovisual materials are used to formally introduce students to events surrounding the creation of the Monroe Doctrine as well as its effects upon United States relations with nations of the Americas.

   Monroe Doctrine (Warner Brothers, 1939)

   Monroe Doctrine (Encyclopedia Britannica Educational Corporation, 1963)

2. Using maps and globes, students will locate each of the several Caribbean nations.
3. Working in small inquiry groups, students will research Caribbean nations of their choice. Media/print reports will be developed and presented to the class.
4. Students will discuss/debate the need of and the importance of the Monroe Doctrine re: international relations.
5. Students will develop bulletin board displays pertaining to the topic of study.

EVALUATION

1. Quizzes and tests

2. Individual/group reports and presentations.

3. Class discussions and debates.

4. Participation in creating classroom visual displays.

5. Task accomplishment: group organization, group member cooperation, delegation of responsibility, time management, meeting deadlines, and creating a group product.

SAMPLE LESSON OUTLINE

TOPIC

Dollar Diplomacy

If-and-when Central and South American governments default on loans made by United States banks, or if-and-when these governments fail to make interest payments --the United States may send in troops to oversee the management of financial affairs.

OBJECTIVES

Students will know:

1. what Dollar Diplomacy meant in the early 1900s;

2. who organized and enforced this policy;

3. in what way(s) enforcement of this policy effected United States relations with Caribbean nations;

4. specific events related to this policy;

5. individuals and groups in the United States that supported this policy.

ACTIVITIES/
MATERIALS

1. Using maps and globes, students will locate Caribbean nations directly effected by the enforcement of the Dollar Diplomacy policy.

2. Working in small inquiry groups, students will research the development and enforcement of this policy in the Caribbean. Media/print reports will be developed and presented to the class.

3. Students will discuss/debate the pros-and-cons of this policy as it effected United States relations with Caribbean nations.

4. Students will develop bulletin board displays pertaining to the topic of study.

5. Students will write news items about the United States enforcement of this policy throughout the Caribbean. These news items will be published in a newspaper typical of the early 1900s.

6. Guest speakers from Caribbean nations will express their respective nation's feelings about Dollar Diplomacy and relations with the United States -- past and present.

EVALUATION

1. Quizzes and tests.

2. Individual/group reports and presentations.

3. Class discussions and debates.

4. Participation in creating classroom visual displays.

5. Task accomplishment: (See Monroe Doctrine Sample Lesson Outline)

6. Interaction with guest speakers.

7. Participation in writing news items based on historical events.

SAMPLE LESSON OUTLINE

TOPIC — Good Neighbor Policy

OBJECTIVES — Students will know:

1. the intent/purpose of this policy toward Western Hemisphere nations;
2. which Presidents of the United States initiated/promoted this policy;
3. how this policy affected United States relations with Caribbean nations;
4. specific events related to the fulfillment of this policy.

ACTIVITIES/ MATERIALS

1. Using microfiche, microfilm, and print hard copies, e.g. period newspapers and National Geographic, students will research the cause/effects of the Good Neighbor Policy in the Western Hemisphere. Media/print reports will be developed and presented to the class.
2. Students will discuss/debate the importance of the Good Neighbor Policy re: international relations in the Western Hemisphere.
3. Students will study several events related to fulfilling the Good Neighbor Policy:

   Pan-American Conference in Montevideo (1933).

   Inter-American Conference for the Maintenance of Peace (1936).

   The Rio Pact (1947).

   The Organization of American States (OAS) in 1948).

   Inter-American Development Bank (1959).

   Peace Corps (1961).

   Alliance for Progress (1962).
4. Students will interview former Peace Corps volunteers who served in the Caribbean.
5. Former Peace Corps volunteers who served in the Caribbean visit the classroom.
6. Students will develop bulletin board displays pertaining to the topic of study.

EVALUATION

1. Quizzes and tests.
2. Individual group reports and presentations.
3. Class discussions and debates.
4. Participation in creating classroom visual displays.
5. Interaction with guest speakers and interviewees.
6. Task accomplishment: (See Monroe Doctrine Sample Lesson Outline)

SAMPLE LESSON OUTLINE

TOPIC — Caribbean Economic Community (CEC)

A European Common Market-type alliance of Caribbean region nations for the purpose(s) of: 1) promoting and stimulating economic/ industrial development; 2) providing for economic and political stability; and 3) providing for social progress.

OBJECTIVES — Students will know:

1. events/programs that have laid the foundation for the development of the CEC;

2. the meaning of selected vocabulary words/ terms such as:

   market economy, supply-and-demand, competition, capitalism, most-favored nation(s)

3. the several factors that effect economic development and growth in any nation:

   a. available labor force.

   b. degree of the labor force's skills development.

   c. resources availability -- quantity and quality.

   d. resources management and utilization.

   e. manufacturing capability.

   f. level of technological development.

   g. application of technology to industrialization and commercial production.

   h. rate of population growth.

   i. the level of educational attainment among the populace.

   j. the standard-of-living of the populace (socio-economic status);

4. the present-day economic/political/social conditions in selected Caribbean nations;

5. the characteristics of any successful economic alliance such as the CEC.

ACTIVITIES/
MATERIALS

1. Working in small inquiry groups, students will use a variety of print materials, e.g., books, magazines, and newspapers, to research the development of the European Common Market from the "Inner Six" and the "Outer Seven". Media/print reports will be developed and presented to the class.

2. Audio-visual materials will be used to introduce students to economic/ political/social conditions in selected Caribbean nations. For example:

   Cuba: In the Shadow of Doubt
   Cuba: Refugees and the Economy
   Guatemala in the Face of Disaster
   Mexico: An Economy for Transition
   Nicaragua: Scenes from the Revolution
   Panama Canal: Zone of Conflict

3. Guest speakers who have lived/worked in or travelled to Caribbean nations discuss the economic/political/social conditions of these nations with students.

4. In small inquiry groups, students research topics such as:

   Alliance for Progress, Peace Corps, International Monetary Fund United Nations agencies such as UNESCO, World Bank.

   Media/print reports will be developed and presented to the class.

5. The class will correspond with pen-pals in selected Caribbean nations. Correspondence from pen-pans in these nations will be discussed in class.

6. Students will interview community resource people who conduct business in/ with Caribbean nations. Students ask these resource people to comment on what a CEC should 'look like'.

7. Students write to/interview business/ government leaders at the local/state/ national levels to seek out their opinions re: a CEC.

8. Students will collect news items from magazines/newspapers and create bulletin board displays. Such items will provide the basis for current events discussions in class.

9. In small inquiry groups, students analyze and synthesize data -- as they prepare CEC proposals. Each proposal will be formally presented to the class and discussed. A single report/proposal will result from this concensus achieving process.

10. Aspects of a Caribbean Economic Community organization/program:

    a. Development of skilled labor forces in each/every Caribbean region nation.

    b. Investments in each/every Caribbean region nation for purposes of industrial development.

    c. Resources pooling. The several Caribbean region nations will share natural resources, labor forces, technology, and capital.

       If Caribbean region nations develop skilled labor forces then these workers can be moved from nation-to-nation if-and-when the need for their services occur.

    d. The removal of trade barriers and restrictive tariffs.

    e. One for all ... and all for one! An attitude among the several Caribbean region nations that mutual prosperity and economic/political/social stability, is in each/every nations best interest.

EVALUATION

1. Quizzes and tests.

2. Class discussions and debates.

3. Individual/group reports and presentations.

4. Participation in creating classroom visual displays.

5. Interaction with guest speakers and interviewees.

6. Task accomplishment: group organization, group member cooperation, delegation of responsibility, time management, meeting deadlines, and creating a group product.